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the National Committee but its publication as a basis for discussion by teachers' organizations, committees and local groups has been authorized.

A report on "The Valid Aims and Purposes of the Teaching of Mathematics in the Light of Recent Criticisms" will, it is hoped, be ready for distribution by January. In it an attempt will be made to state precisely and succinctly the mathematical training that every citizen should secure. The findings of this report can then be made a basis for the determination of precisely what and how much mathematics should be required of all students.

An extended investigation of "Experimental Schools and Courses" is being undertaken for the Committee by Mr. Raleigh Schorling of the Lincoln School. Detailed plans for this investigation were approved by the National Committee at its last meeting in New York City on November 1st.

Mr. J. A. Foberg is preparing a report on "Mathematics in Junior High Schools."

Professor A. R. Crathorne has recently submitted a report giving the results of his investigation of "Change of Mind Between High School and College as to Life Work." It is expected that a summary of these results will be published in an appropriate journal in the very near future. Professor Crathorne is still at work on an extended investigation entitled, "A Critical Study of the Correlation Method as Applied to Grades."

A statement of general principles to govern the proposed revision of college entrance requirements has been tentatively approved by the Committee. This statement has been sent out to some 50 representative colleges and universities for their criticism and comment.

The Committee has sent letters to all teachers' organizations having mathematical interests, of which it has been able to learn, asking their coöperation and offering the assistance of the Committee. The response has been very enthusiastic. A considerable number have already appointed committees to receive reports from the National Committee for study and criticism. The plans of the National Committee have been, or will be, presented to 16 such organizations during the months of October and November in the following states: Indiana, Illinois (twice), Iowa, Massachusetts, Missouri, New Jersey, New York (twice), North Carolina, North Dakota, Pennsylvania (twice), Rhode Island, Texas, West Virginia and Wisconsin. Little has yet been done with reference to the promotion of new organizations. It was felt that this Committee should wait until it had definite material on hand for distribution before taking up this phase of

its work. The formation of mathematical clubs in several of the larger cities, where they did not exist before, is, however, under way and material regarding the formation of such clubs is in hand. Any individuals interested in the formation of a mathematical club may secure this material by addressing the chairman of the Committee—J. W. Young, Hanover, New Hampshire.

SOME PLAIN TALK

IF you are a school teacher,—primary, grammar grade, high school, supervisor, superintendent,—or if you belong to that group known as college professors, recently described as indigents and vagrants because they have no visible means of support, you will enjoy and be helped by two articles in *The Atlantic Monthly* for December.

The first is called "The Importance of Being a Professor," by a professor who has good reasons for wishing to keep his anonymity. It is impossible to give here any adequate excerpts from this article. But it must be read in its entirety to be appreciated and enjoyed.

The other article is called "Plain Talk to Teachers," and is written by President A. R. Brubaker, of the State College for Teachers, Albany, New York. Listen to some of his remarks about you and me:

The social status of public school teachers has never been determined by the importance of their service to community life. The preparation of teachers for their work has been disgracefully inadequate, because we have had, and now have, the absurd belief that "anybody can teach reading, writing, and arithmetic". . . .

The better salaried groups of teachers, supervisors, principals, high school teachers, do not usually display clearer professional characteristics than the lower salaried groups. May it not, then, be true that low salaries are due in part at least to lack of professional qualities? Group solidarity and length of service, professional fitness, high professional ethics, and professional alertness will, to some extent at least, tend toward better salaries.

Our economic and social behavior toward teachers has been and is disgraceful.

School teacher is accepted as a term of reproach.

Teaching is not career, but a vestibule to a career.

The body of teachers consists of forty per cent of immature women and men, sixty per cent of unmarried women and unsaleable men. This is, of course, only partly true. But it is a fact that men teachers are too frequently effeminate. Some one has said, "There are three genders, the masculine, the feminine, and the 'male teacher.'"

One damning heresy continues to plague teachers and teaching—a heresy held, it is true, by the laity rather than by the teachers, but not entirely renounced even by the latter. "Anyone can teach." This is a negation of all professional

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in animals; infancy and parental care; bacteria and health; heredity, and the application of the principles of heredity, evolution, and applications and theories of evolution.

In the main the book is written in easy language with a minimum of technical words and phrases. It contains a wealth of information which every good citizen needs.—E. W. K.

SOME PLAIN TALK

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aspirations. The taxpayers and the school trustee assume the truth of this and act upon it.

Even the late crop of "teachers' colleges" and "schools of education" does not contribute vigorously to a spirit of progress and the advancement of learning. These institutions love pedagogy and pursue it, sometimes to the exclusion of other good things. They are magnifying the teaching process to the detriment of the learning process. Teaching skill

is refined to the point where the child is *taught* everything so skillfully that he *learns* nothing. . . .

The "School of Pedagogy" is concerned with method, rather than with the matter of knowledge, and the product is therefore somewhat pedantic, as might be expected. It mistakes the shadow for the real substance, and it accepts for its standard the mere conceit of learning . . . but the pedagogue wants ever more and more method. The summer sessions of our colleges find the "methods" courses vastly more popular than the informational and cultural courses. The teacher makes her annual pilgrimage to the "seat of learning," not to get learning but to refine the mechanics of method, thus becoming, not more cultivated, but more mechanical in her teaching.

The charlatan with his conceit of learning must give place to the genuine scholar with sound learning. The pedagogue with his pedantry must yield to the simple teacher with rich personal power. The vocationalist must not be admitted with his cash-value doctrine until the ground work of an education has been laid. "Soft pedagogy" must be displaced by a vigorous, self-directed learning process.—E. W. K.

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